

EFL teachers' reasons for selecting instructional materials during the COVID-19 pandemic

Alasan-alasan guru bahasa Inggris sebagai bahasa asing dalam memilih materi pembelajaran selama pandemi COVID-19

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EFL, teachers, reasons, instructional materials, COVID-19

ABSTRACT

The COVID-19 pandemic has changed how teachers teach and students learn in the classroom. One of the challenges in the online teaching is that teachers are required to prepare the instructional materials for their students. This study aims at investigating the EFL teachers' reasons for choosing the instructional materials in the time of the COVID-19 pandemic. By employing a set of questionnaires, this study collected the data from 219 English teachers from various levels of education online via the google form link. The data collection was done for one month starting from 5 May to 5 June 2020. The data were analyzed through a content analysis by identifying, grouping, and categorizing similar and different responses. The results of analysis showed that the EFL teachers have five categories of reasons in selecting the instructional materials in the time of pandemic: the instructional materials should be easy, relevant, simple, attractive, and absent from crime, pornography, and viruses. These results suggest that the EFL teachers make use of these reasons in selecting and developing the instructional materials for their students during and after the pandemic. For future textbook developers, these considerations can be used a reference to develop textbooks which accommodate students' voices and teachers' voices during the online teaching and learning activities.

KATAKUNCI

bahasa Inggris, guru, alasan, materi pembelajaran, COVID-19

ABSTRAK

Pandemi COVID-19 telah banyak mengubah bagaimana guru mengajar dan siswa belajar di dalam kelas. Salah satu tantangan dalam pembelajaran daring adalah guru harus menyiapkan materi pembelajaran untuk siswa. Penelitian ini bertujuan untuk menginvestigasi alasan-alasan guru bahasa Inggris dalam memilih materi pembelajaran selama masa pandemi COVID-19. Dengan memanfaatkan angket sebagai instrumen penelitian, data dikumpulkan dari 219 guru bahasa Inggris yang berasal dari berbagai tingkat satuan pendidikan. Angket didistribusikan kepada para guru secara daring mulai tanggal 5 Mei sampai 4 Juni 2020. Konten respon guru bahasa Inggris kemudian dianalisis dengan mengidentifikasi, mengelompokkan, dan mengkategorikan jawaban-jawaban yang sama dan berbeda. Hasil analisis menunjukkan bahwa guru bahasa Inggris memiliki lima alasan dalam memilih materi pembelajaran selama pandemi COVID-19: materi pembelajaran harus mudah, relevan, sederhana, menarik, dan aman dari unsur kriminal, pornografi, dan virus. Berdasarkan hasil ini, guru bahasa Inggris disarankan menggunakan lima alasan ini dalam pemilihan dan pengembangan materi pembelajaran selama dan setelah pandemi COVID-19. Selain itu, pengembangan buku ajar juga disarankan menggunakan hasil ini sebagai referensi dalam mengembangkan buku ajar yang mengakomodasi perspektif para guru dan siswa.

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Introduction

As a new deadly virus, firstly detected in Wuhan China, COVID-19 has globally impacted many aspects of life not only in travel, business, well-being, but also in education (Hartshorn & McMurry, 2020; Abidah et al., 2020; Alexandrou, 2020; Wong & Moorhouse, 2020). This threat has coerced a large number of schools and universities in the world to change their teaching and learning policies from face to face classroom meetings to virtual or online teaching and learning processes (Crawford et al., 2020). These policies are adopted to sustain the instruction and education and to avoid the spread of the virus more widely.

In the context of English language teaching, these policies have been interpreted into the making of some adjustments to virtual instructions by ESL and EFL teachers in the world as done in Hong Kong (Moorhouse, 2020), the United States (Hartshorn & McMurry, 2020), Bangladesh (Hasan & Bao, 2020), South Korea (Yi & Jang, 2020), Chile (Sepulveda-Escobar & Morrison, 2020), Iran (Khatoony & Nezhadmehr, 2020), Australia (Scull et al., 2020), the Philippines (Talidad & Toquero, 2020, p. 19), and Indonesia (Atmojo & Nugroho, 2020). In general, the adjustments made by teachers are similar in the sense that they move from onsite instructions to online instructions, make use of asynchronous and synchronous methods of teaching, and manage teaching schedules, learning sources, and teaching platforms. In this regard, the integration of technology in teaching, online instruction, becomes the best option for teachers and students to implement in this emergency.

Some research reports have confirmed that the use of technology in this pandemic time is both urgent and challenging. For example, Krishan et al. (2020, p. 19) studied students' perception about free online learning materials in Malaysia, showing that those resources are worthwhile for students in learning English reading, conversation, and vocabulary. Allo (2020) uncovered Indonesian EFL learners' perception about online learning during the pandemic and found out that this learning platform scaffolds them in their learning. Similarly, Bachiri and Oifaa (2020) conducted a survey to Moroccan EFL teachers on the use of technology in teaching, indicating that they perceived virtual teaching and learning positively. Another survey done by Biswas et al. (2020) on EFL students' perception about mobile learning in Bangladesh showed that the majority of the students consider that it helps them in learning. These studies are in line with previous research reports that technology is empirically advantageous for both teachers and students (Yen & Cuong, 2018; Ahmad, 2012; Egorov et al., 2007; Salaberry, 2001).

The use of technology also offers more challenges to teachers and students in the application during the pandemic (Auma & Achieng, 2020). The research conducted by Hartshorn and McMurry (2020) showed that COVID-19 has made students and teachers become stressed and at the same time there is no a significant language development students experience during the pandemic. Studies by Niemi and Kousa (2020) and Sepulveda-Escobar and Morrison (2020) indicated similar findings that both teachers and students complaint about the distant learning during the pandemic. Teachers feel that the virtual interaction and communication are not genuine nor highly excellent. Students also feel that they are less motivated in

learning and get too much work. In addition, Khatoony and Nezhadmehr (2020) found out four problems the Iranian EFL teachers face during the online instruction such as minimum number of appropriate materials, students' lack of attention and motivation, little funding and support provision. Furthermore, Atmojo and Nugroho (2020) and Allo (2020) identified some problems faced by English teachers in Indonesia such as lack of smartphones, internet quota, and internet connection.

Among those problems, the provision of appropriate instructional materials for students during the pandemic is a crucial issue. Instructional materials are those which are used to help teachers and students understand the concepts and ideas more easily and these are commonly made in the visual, audio, and audio - visual forms (Olawale, 2013). According to Olayinka (2016), learners learn better when they are supplied with the instructional materials. The availability of the instructional materials for the classroom teaching and learning is needed by both teachers and students for the purposes of increasing teachers' teaching effectiveness, helping teachers in presenting the lesson systematically, promoting students' learning, and improving students' learning achievement (Ibeneme, 2000). Thus, the use of the instructional materials in the teaching and learning process is unavoidable.

Some other relevant research focusing on how teachers prepare the instructional materials has been reported. Tarrayo and Anudin (2021) studied some English teachers in a state university in Manila in developing the instructional material in this emergency situation. They found out that the teachers adhere the guidelines given by the university, use the creativity and resourcefulness, and involve more students in collaboration to prepare the materials. They further stated that the teachers face difficulties in terms of time, less resources, and material adjustment when making virtual classes. Umar (2020, p. 19) also conducted a study on how English teachers use the electronic learning materials in teaching Extensive Reading course during the COVID-19 pandemic. His study showed that utilizing the E-instructional material in pdf formats helps teachers in implementing the online teaching and learning mode. Further, Rice and Ortiz (2021) developed a guidance for teachers in selecting and evaluating the online learning materials called the 4A Framework. They included four elements in their framework: accessibility, active engagement, advocacy for inclusion, and accountability.

Although those studies have investigated this issue, they have not adequately paid attention to one crucial aspect of classroom teaching concerning how English teachers select the materials for their classroom teaching. In other words, the study on the EFL teachers' reasons underpinning the selection of teaching materials for students learning in a virtual platform is rare. How EFL teachers, in the time of COVID-19, select the instructional materials is important to help learners learn better and easier. It becomes a bridge to meet what is expected in the curriculum and students' needs so that none of the students is left behind. More importantly, teachers' considerations reflect their ability in adjusting the teaching materials with the available teaching tools, technological skills, and accessibility so that the teaching and learning process will run well. In line with this, Khatoony and Nezhadmehr (2020) stated that one of the challenges that appears during the online instruction is that English teachers utilize less appropriate materials for learning. This happens

probably because teachers have not considered what, why, and how to use the instructional materials for students in the time of COVID-19. Choi and Lee (2008) also stated that the selection of teaching materials has been a big concern among EFL teachers in Southeast Asia. This study is, therefore, intended to uncover one research question: What are the EFL teachers' reasons in selecting the instructional materials during the COVID-19 pandemic?

Method

This study is qualitative in nature, meaning that this study involves responses in the form of words/phrases/sentences regarding EFL teachers' reasons in selecting the instructional materials for the online teaching.

Participants

The data were collected from 219 English teachers in Indonesia. They derived from three categories: English teachers of state and private universities and institutes; English teachers of state and private junior high schools; and English teachers of state and private senior high schools all over Indonesia. The three categories are presented in Table 1.

Table 1. Categories of English Teachers

No	Universities/Schools	N
1	State & private universities & institutes	36
2	State & private junior high schools	48
3	State & private senior & vocational high schools	55
Total		139

Research Instrument

The data were collected through a set of questionnaires which was developed to explore English teachers' responses dealing with the teaching and learning process during the pandemic. It basically consists of nine items with closed and open-ended questions. In the closed ended questions, participants were required to choose 'yes' or "no" dependent on their preferences. Meanwhile, in the open-ended questions, participants provided details for reasoning or clarification of the questions. The items were written in bahasa Indonesia on Google Form and delivered to high school and university English teachers via social media WhatsApp. Snowballing technique was applied to get sufficient data. However, this article mainly deals with one item concerning teachers' considerations in choosing the instructional materials for online teaching and learning in the time of the COVID-19 pandemic. The reasons behind the selection of the instructional materials in the pandemic time is crucial for the sustainability of the teaching and learning process.

Data Collection

The data were collected online via one of the social media platforms: WhatsApp. This platform was considered simple and easily accessible. A lot of people have downloaded and installed it in their mobiles, so they are assumed to have been skillful in using it for their synchronous and asynchronous communication. In addition, a lot of people, in fact, have sent their messages and files via this platform in groups. It is likely that they have shared and distributed a lot of info or files to other people in

groups within a short time. To get more respondents, the distribution of the questionnaire was done for one month starting from 5 May to 5 June 2020.

Data Analysis

The data were analyzed through a content analysis. Here, the qualitative data in the form of teachers' written responses were identified to find similar and different responses. The similar and different answers in terms of reasons were then grouped into certain categories. Those categories were named based on the commonalities of the responses and relationships. The next step was to draw conclusions from the categories.

Results and Discussion

EFL Teachers' Reasons in Selecting the Instructional Materials

Based on the analysis of the teachers' responses, the EFL teachers' reasons in selecting the instruction materials in the time of pandemic can be grouped into five categories: ease, relevancy, simplicity, attractiveness, and absence of crime, pornography, and viruses as presented in Table 2. The discussion of each category is given in the following section.

Table 2. Categories of EFL Teachers' Reasons

Categories				
Ease	Relevancy	Simplicity	Attractiveness	Absence of crime, pornography, and viruses
- Easy to use (need little help from teachers)	- Syllabus	- Simple designs	- Not making student easily bored	- Not containing contents that are of crimes, pornography, etc.
- Easy to understand	- Learning Objectives	- Well organized	- Critical thinking	- Not bringing "a virus" when given in hard copies
- Easy to access/find (availability)	- Theme/topic	- Clearly elaborated	- Problem solving	
- Easy to develop/make	- Teaching platform Covid 19	- Practical		
	- Students' competency /skill	- Not Burdening students' load (easy to upload and download)		

Category 1: Ease

The first teachers' reason of selecting the learning materials is in terms of ease. There are four aspects of this concept. According to the teachers, the learning materials should be easy to use by both teachers and students, easy to understand by students, easy to access by both teachers and students, and easy to develop by teachers. Before we go further, let us see the definition of ease by some online dictionaries. Cambridge dictionary defines "Ease" to refer to the quality of requiring less effort in doing something (<https://dictionary.cambridge.org/dictionary/english/ease>). Collin dictionary describes ease as the quality being easy in accomplishing,

doing, and obtaining something (<https://www.collinsdictionary.com/dictionary/english/ease>). Macmillan dictionary also provides a similar definition on ease as the degree to which something is easy (<https://www.macmillandictionary.com/dictionary/british/ease>). Thus, ease is a state/condition that enables a person to accomplish something with little effort and short time. In the context of this study, ease means that the materials do not require teachers and students to really work hard to use, understand, access, and develop the instructional materials, nor apply a particular application or technique to operate. Teachers and students can do the work without any significant difficulties or efforts.

In the literature, the element of ease has been used to evaluate the instructional materials. W. Xie et al. (2021) used ease (semantic features) as one criterion to analyze whether the English health materials for international tertiary students difficult or not. They found that ease can be predictable in terms of speech act verbs, reasoning verbs, and personal pronouns. Wang et al. (2021) implicitly utilized ease to describe the use of instructional materials during the pandemic with the words available, accessible, and adaptable for teaching and learning purposes. In that study, however, the word “accessible” seems to be the only word (to mean “easy to access”) which is relevant to the current findings. According to Rice and Ortiz (2021), accessibility, as one of the components of choosing the learning materials, is associated with the possibility for learners/users to open, see, and communicate with the instructional materials. Thus, “accessible” in that regard, does not reflect whether the materials are easy to use, easy to understand, and easy to develop. Similarly, Bulusan (2019) has included “ease” in one of his criteria for selecting the instructional materials. According to him, culture, authenticity, relevancy of the language, and ease for reading and in understanding are appropriate criteria to select the materials for teaching literature to students (Bulusan, 2019).

In another context of study, ease is interpreted into the idea that the instructional materials are easy to use as they promote students' autonomous learning, or they are commonly called independent instructional materials. The materials require students to learn more independently/autonomously. Students need little or no help from the teachers when learning the materials as the instructions or directions are already explicit and clear. In line with this, Sheerin (1991) stated that autonomous learning materials have their own designs with which students can immediately figure out and internalize what is explained and discussed in the textbook to accomplish their learning objectives. These features are normally found in the digitally designed learning materials with various forms such as digital contents (Fansury et al., 2020) and scaffolding materials (Chen, 2021). A study done by Z. Xie (2020) revealed that utilizing independent instructional materials are more effective for students' learning. In other words, easy to use should be the primary concern of English teachers in providing the learning materials for students.

Category 2: Relevancy

The second category deals with the relevancy of the learning materials. According to teachers, the instructional materials should be relevant with the following aspects: syllabus, leaning objectives, theme/topic, teaching platforms, the situation of COVID-19/ students' daily lives, and students' competences/skills.

The first aspect is associated with a syllabus. A syllabus is important for teachers and students as the guideline to conduct a classroom teaching as well as to select and develop the instructional materials albeit in the pandemic time. Commonly, it contains general information related to the course and instructor, learning materials (topics) and sources, meeting schedules, assessment procedures, and learning activities. This document is also supplied with the learning objectives students will achieve within one semester or one year (Sulik & Keys, 2014). A syllabus is a like contract between teachers and students in one semester/year regarding what and how to teach and learn. According to Parkes and Harris (2002), a syllabus has three functions: a contract between teachers and students, a permanent document for teachers, and a learning instrument. Some research has shown that a syllabus is needed in the production of the learning materials. For instance, Bukoye (2019) recommended the teachers to base the selection and development of the instructional materials on the syllabus. Olawale (2013) also stated the syllabus is the first step in developing the instructional materials without which teachers cannot teach students and assess their learning. Similarly, Richards (2006) said that a syllabus is important in designing the instructional materials. Therefore, teachers' considerations in choosing the materials in this time are already in line with the guidelines of syllabus.

This relevancy should also be associated with the students' learning objectives. A learning objective is a statement that describes what a student will have (an ability/competence/skill) after s/he has completed her/his learning/task/assignment. As previously mentioned, a learning objective is an integral part of a syllabus. So, when we discuss a syllabus, we are also required to talk about a learning objective. Within the syllabus, we also talk about the students' competences. In a student' learning objective, we can find out and measure students' competences that will be achieved. According to Gronlund (2000), a learning objective is vital for the efficacy of learning as it helps teachers to determine what students should achieve after completing the instruction. A learning objective also directs teachers to develop better plans for teaching, learning activities, and assessment. As the learning objective is very closely intertwined with students' targets of learning, the instructional materials should be carefully selected. For Chou (2003), the topics and teaching goals should be used as the criteria in selecting the instructional materials for teaching activities. This is also in line with a recommendation given by Bukoye (2019) that the instructional materials should be selected based on the lesson objectives. This means that syllabus or curriculum, learning objectives, and topics should become the guidelines for teachers to choose the appropriate instructional materials regardless of the dynamic conditions during the pandemic.

The next thing is that the instructional materials should be relevant and compatible with the available teaching platforms. The term "teaching platforms" becomes prominent in the time of COVID-19. The teaching platforms are associated with how teachers can teach students online either through synchronous or asynchronous modes. With a synchronous mode, teachers can use Zoom, Goggle Meet, WhatsApp Call, etc. to meet students and explain the materials directly online. Meanwhile, in the asynchronous mode, teachers can employ email, google classroom, etc. to provide responses or answers indirectly online. In practices, the teachers and students can use any platforms as long as they are accessible and compatible.

Some research has confirmed that these platforms have become the most applicable tools used by teachers in the world to deliver the learning materials to students. For example, Terenko and Ogienko (2020) claimed that these tools possess flexibility, multidimensionality and ability to cater for interactive learning. M. Amin and Sundari (2020) pointed out that the Cisco WebEx meeting has met the criteria on authenticity and meaning focus, while the Goggle Meet and WhatsApp have fulfilled the criteria on language learning potential, meaning focus and authenticity. Interestingly, WhatsApp has become the most chosen teaching platform for meaning focus, learner fit, positive impact, and practicality in the EFL context. A similar study by Azhari and Fajri (2021) also reported that a lot of teachers in Indonesia utilize more than one teaching platform in teaching in the pandemic time such as WhatsApp, Zoom Meeting applications, Google Classroom, and Webex. Uniquely, 72.2% of the teachers prefer to WhatsApp to help them in teaching. Thus, the use of teaching platforms will facilitate both teachers and students to conduct virtual meetings. In particular, those platforms will help teachers to deliver the lessons and students to access and understand the lessons more easily and effectively.

Another aspect of relevancy is the information about the COVID-19. The teachers think that COVID-19 is something new and dangerous and in fact a lot of people, particularly students do not know about it. They do not know, for example, the term of COVID-19, its origin, how to avoid this virus, the characteristics of a person infected by the virus, etc. It will be something useful and meaningful when the topic students learn in the classroom is associated with what they experience in their surroundings (Vallori, 2014). Here, the teaching and learning will be more contextual. Further, Mayer (2002) stated that the learning will be meaningful when students can construct the knowledge and use it to solve problems and construct meanings. It requires students to go beyond remembering the facts, that is they construct the facts through cognitive processes. Thus, by knowing the current/trending issues in the global society (COVID-19), students become more aware about the threat of the virus and keep them safe after understanding the new information. Therefore, the information/content about COVID-19 is needed as additional knowledge that must be included in the instructional materials. In line with this, Bukoye (2019) suggests that the teachers should include the current issue in selecting instructional materials.

Category 3: Simplicity

Another consideration the teachers have in mind in selecting instructional materials is the simplicity. In one online dictionary, simplicity is defined as something which is not complicated and can be done easily (<https://www.collinsdictionary.com/dictionary/english/simplicity>). In this perspective, teachers define simplicity in the sense that the instructional materials are designed in simple ways, well organized, clearly elaborated, and practical. This is parallel with the guidelines provided by Olawale (2013) that the best selection of the instructional materials should consider some factors, namely availability, accessibility, affordability, sustainability, and simplicity. Concerning simplicity, he highlighted that the instructional materials should have simple manuals and can work well in various situations, including in the pandemic time.

The simple design of the instructional materials is needed as it does not need much internet quota. So far, the stable internet connection is dependent on how much quota students purchase from the internet providers: the more quota, the better internet connection. Thus, if the materials are simple, students can save their internet quota and are able to access the materials online whenever and wherever they are. This way means a lot of to students because they can access more flexible instructional materials and sustain their online learning. For teachers worldwide, simpler instructional materials may help them reduce students' burdens in dealing with the internet connection in their learning. For example, Joseph Paschal and Mkulu (2020) found out that students of five universities in Africa cannot access the available e-learning (including the instructional materials) because of the internet connection. Lestiyawati (2020) also identified several problems in the classroom teaching during the COVID-19 outbreak, one of which is related to students' limitation in accessing internet. A survey to 1,008 U.S. undergraduates taking for-credit college courses also revealed that they experience poor internet connection in their learning (Means & Neisler, 2021).

Category 4: Attractiveness

The next category is that the materials should be interesting or attractive to students. In some online dictionaries, attractiveness is the noun form of attractive (adjective). It refers to something or someone with pleasant appearance (collins-dictionary.com). In the Cambridge dictionary, attractiveness is defined as the quality that makes people interested in (<https://dictionary.cambridge.org/dictionary/english/attractiveness>). From these definitions, attractiveness contains something that can attract people to see, hear, write, and read. Something attractive may refer to physical appearances such as shapes, colors, fonts, pictures, etc. In this regard, attractiveness is interpreted into three aspects: The instructional materials do not make students easily get bored, they can improve students' critical thinking skills, and they help students have problem solving skills.

The first criterion is that the instructional materials do not make students easily get bored. It is commonly related to the attractiveness of physical appearance of the materials. The use of illustration, in this case, is needed as it will help learners learn the topics more joyfully. According to Clark and Lyons (2010), illustrations used in the materials can raise students' interest in learning and activate their schemata. As a result, students will spend longer time reading the topic as it fits their interests. It is written in various colors and combined with pictures. Conversely, students will not continue reading when the topic is difficult and boring. In relation to this, Magner et al. (2016) recommended four features of illustrations that teachers can use in selecting and developing the materials to encourage students in learning: concreteness, personal relevance, ease of comprehension and unexpected information. Similarly, Zahorik (1996) also suggested that teachers apply a more personalized content and use less facts and concepts as considerations in selecting and developing the materials. Thus, the physical attractiveness is the first important impression students will have when they see their learning materials. Yet, the attractiveness should not burden students' internet quota.

The second aspect is that the instructional materials should improve students' critical thinking skills as well as problem-solving skills as they are closely connected to each other. The critical thinking is a big term which involves many cognitive processes and skills. According to Scriven and Paul (2007), critical thinking is "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action". These elements are required to solve the problems. A similar definition is also provided by Gagné (1988) that critical thinking is associated with a skill a person should have in analyzing information, finding out the relevance of information, and meaning the information for the purpose of solving the problems. In this context, the critical thinking and problem-solving skills resemble a coin with two sides: One side (critical thinking) is a skill that needs practices and processes, and the other side (solution) is a result of implementing the skill in dealing with daily life problems.

Those critical thinking skills and problem-solving skills should be available and explicitly exercised in the students' learning materials. In line with this, Peter (2012) stated that critical thinking should be learned, practiced, developed, and amalgamated within the instructional materials and teaching and learning activities. Carlgren (2013) also said that high school students need to have critical thinking and problem-solving skills to compete with the global challenges in the 21st Century.

The activities that can be incorporated in the instructional materials may include questioning activities, connecting students' old knowledge with new knowledge, open discussions, role plays, presentations, experiments, etc. (Miri et al., 2007). A more systematic example is given by Facione (2007) on how to promote students' critical thinking and problem-solving activities called "IDEALS". The IDEALS stands for the following: I Identify the Problem; D Define the Context; E Enumerate the Choices; A Analyze Options; L List Reasons Explicitly; and S Self-Correct. Teachers, therefore, have important roles in preparing and selecting the instructional materials that promote critical thinking and problem-solving skills for students.

Category 5: Absence of crime, pornography, and viruses

Not many teachers raised the issue of absence of crime, pornography, and viruses concerning the instructional materials in their responses. Nor did they specifically define the meaning of this concept in this context. However, this category seems to be relevant and paramount in the emergency teaching. The absence of crime, pornography, and viruses means that the materials are free from any dangers that they potentially cause. In more details, the absence of crime, pornography, and viruses is translated into a condition in which the instructional materials chosen by the teachers do not contain any harmful or dangerous contents that potentially disturb or distract students' learning although they are provided online. The contents that are of crimes, pornography, etc. are hazardous and prohibited. In other words, students are expected to really gain benefits from the appropriate contents. The absence of crime, pornography, and viruses may be also interpreted in the idea that the instructional materials selected by the teachers do not bring "a virus" when they are given in printed and distributed in hard copies to the students. The printed copies potentially

spread the virus faster as it sticks in the paper which is invisible. Thus, the distribution of the materials should be formed in Word/Pdf and sent virtually.

Conclusions

It is concluded that online teaching is now a need and solution for teachers to undertake their teachings and for students to sustain their learning activities in the time of pandemic. In the context of selecting the instructional materials, this online platform has also changed teachers' ways of choosing the instructional materials which are appropriate and feasible for students during COVID-19. Three categories of English teachers have considered these five types of reasons applicable in selecting the instructional materials in the time of pandemic: ease, relevancy, simplicity, attractiveness, and absence of crime, pornography, and viruses. Based on these conclusions, EFL teachers are hoped to keep these reasons in selecting and developing the instructional materials for their students during and after the pandemic. These criteria are simple, applicable, and friendly users. For future textbook developers, these considerations can be used a reference to develop textbooks which accommodate students' voices and teachers' voices during the online teaching and learning activities both in e-books or printed books.

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